



Unit III

SPI 3003.1.3 Identify the patterns of challenging complex sentences. | **1.4** Use phrases and clauses in a variety of ways to create sophisticated complex sentences. | **3.5** Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.

SPI 3003.2.2 Distinguish between a summary and a paraphrase. | **2.3** Distinguish between a critique and a summary.

SPI 3003.3.3 Select the most vivid and compelling word to strengthen a description. | **3.4** Select the most precise word from a given list of synonyms.

SPI 3003.4.3 Evaluate the reliability and credibility of sources for use in research. | **4.4** Evaluate the validity of Web pages as sources of information.

SPI 3003.5.3 Evaluate text for fact and opinion.

SPI 3003.8.3 Analyze the effect of literary point-of-view (first person, third-person objective, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work. | **8.4** Identify and analyze how the author reveals character.



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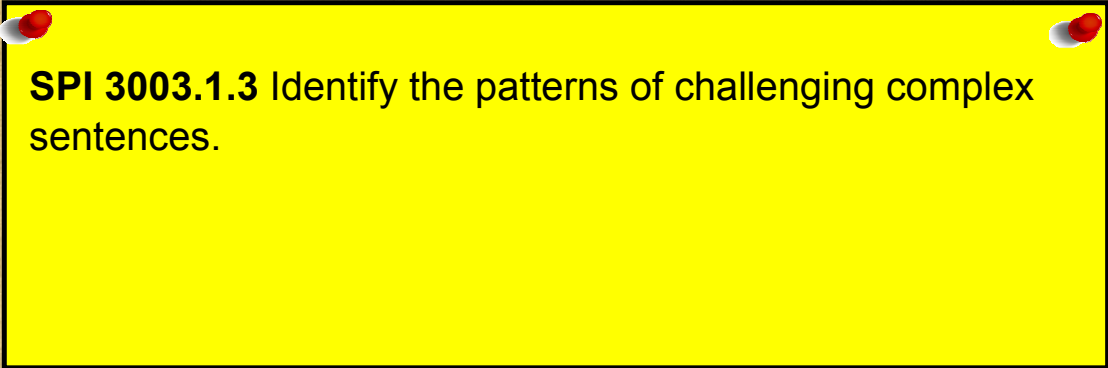
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**Phrases, Clauses,
Sentences**



SPI 3003.1.3 Identify the patterns of challenging complex sentences.

Types of Verbs

At this point, you should know and be able to identify the following without any review:

Subject

Verb

These will be quizzed. If needed, please review the sentence parts.

Action Verbs

show physical, mental, or emotional action by the subject of the sentence

John ran quickly down the street.

John thought seriously about running any more.

John worried seriously that he would have a heart attack.

Linking Verbs

do not express action; connect the subject to a description or further information

John was exhausted from running.

John was not happy about running this much.

*If you can replace the verb with a form of **be**, it is a linking verb in disguise.*

John turned green just before he passed out on the sidewalk.

John became embarrassed by his physical conditioning.

Auxiliary (Helping) Verbs

*must precede an **action verb**; establish some aspect (mood, tense, etc.) of the verb*

John might never run again after that experience.

John did say that he was in no condition to chase a sprinter.

John is going to rethink his decision to ignore his health.

*When the action verb ends in **-ing**, it must be preceded by a helping verb.*

Stuff That Follows a Verb

Objects

Direct Object: follows action verb, answers "who" or "what" received the action, e.g. I drove my friend home.

Indirect Object: follows action verb and precedes the direct object, answers "to/for whom/what" the action is done, e.g. I gave my friend an apple.

Complements

Subject Complement: follows linking verb, completes the meaning of the sentence, usually answers "what", e.g. I will be amazed. I remain the only one to pass the test.

Object Complement: word/phrase acting as **noun/adjective** that follows direct object and **refers to or modifies it**, e.g. I drove my friend crazy. I drove my friend up the wall.

An Object Complement cannot follow a preposition!

What is the structure of the following sentence?

The bank says these moves have created billions in profits for shareholders.



Stuff the Connects Parts Together

Conjunctions

Conjunction: a word that connects two parts of the sentence, showing a relationship between them.

Mark likes ice cream, but Jerry prefers candy. (shows contrast)

Mark likes ice cream and Jerry prefers candy. (no contrast)

Mary is going to the store and to the bank. (she's doing both)

Mary is going to the store or to the bank. (one, not both)

Subordinating Conjunction

Subordinating Conjunction: starts a **dependent clause**, establishes the relationship of the clause to the rest of the sentence.

The movie began as if it would be entertaining.

After we watched the first ten minutes, the rest was a dud.

We actually got up and left before the show was even over.

Coordinating Conjunction

Coordinating Conjunction: connects words, phrases, or independent clauses together.

He took me to dinner and a movie.

I thought we would do one, but not the other.

He bought the popcorn and I bought the tickets.

Identifying Sentence Patterns

- Identify all verbs: **linking** or **action** or **auxiliary** (with action verb)
- Identify all **subjects**
- Identify all conjunctions: **subordinate** (begin subordinate clauses) or **coordinating** (only connect words, phrases, independent clauses)
- Identify objects: **direct** (with action verbs only) or **indirect** (between action verb & direct object, cannot begin with preposition)
- Identify complements: **subject** (linking verb only) or **object** (follows direct object, cannot begin with prepositional phrase)

Item Sampler Practice**64** Read the sentence below.

While the new, fresh salads taste good, the downtown restaurant remains famous for its hearty soups and homemade bread.

Which sentence pattern is used in the sentence?

- F** Coordinating conjunction – Subject – Linking verb – Subject complement – Subject – Action verb – Direct object
- G** Subordinating conjunction – Subject – Linking verb – Subject complement – Subject – Linking verb – Subject complement
- H** Coordinating conjunction – Subject – Action verb – Direct object – Subject – Action verb – Indirect object – Direct object
- J** Subordinating conjunction – Subject – Action verb – Direct object – Subject – Action verb – Direct object

Class Sentence Analysis

1) A small, green frog is spreading a deadly fungus disease.

2) The fungus has killed frogs, toads, salamanders and newts and is the same fungus that wiped out hundreds of frog species instantly.

3) The chorus frogs are heavily infected with the killer fungus, but almost never show symptoms.

Class Sentence Analysis

1) Elected officials often become corrupt, and then they are untrustworthy.

2) One politician in Maine lied to taxpayers; he later denied voters legal rights to vote.

3) After they are elected, some politicians sit in their office and are never seen serving the public.

Group Sentence Analysis

1) Reeder gave several frogs experimental medicine, but the medicine did not cure them soon enough.

2) Although she has traveled to many countries, Reeder observed that the chorus frogs were unique.

3) The fungus spores attack the yellow-legged frog's skin, so the frogs die quickly.

Individual Sentence Analysis

1) Park biologists tracked the radio collar's signal easily and sedated her.

Answer

a) Subject - Linking Verb - Subject Complement - Coordinating Conjunction - Action Verb - Direct Object

b) Subject - Linking Verb - Subject Complement - Subordinating Conjunction - Linking Verb - Subject Complement

c) Subject - Action Verb - Direct Object - Object Complement - Coordinating Conjunction - Action Verb - Direct Object

d) Subject - Action Verb - Direct Object - Object Complement - Subordinating Conjunction - Action Verb - Direct Object

Individual Sentence Analysis

2) While she was unable to climb a tree, the bear found a hole and climbed inside.

a) Subordinating Conjunction - Subject - Linking Verb - Subject Complement - Subject - Action Verb - Direct Object - Coordinating Conjunction - Action Verb

b) Coordinating Conjunction - Subject - Linking Verb - Subject Complement - Subject - Action Verb - Direct Object - Subordinating Conjunction - Action Verb

c) Subordinating Conjunction - Subject - Action Verb - Subject Complement - Subject - Action Verb - Direct Object - Coordinating Conjunction - Action Verb - Direct Object

d) Coordinating Conjunction - Subject - Linking Verb - Subject Complement - Subject - Action Verb - Direct Object - Coordinating Conjunction - Action Verb - Direct Object

Answer

Individual Sentence Analysis

3) She was healthy and had given birth, so the biologists gave her medicine and left her alone.

Answer

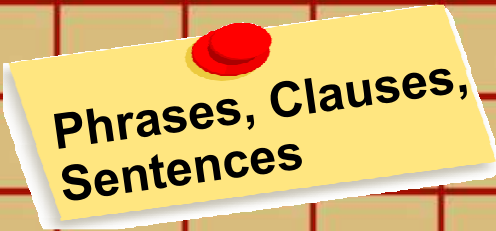
- a) Subject - Linking Verb - Subject Complement - Subordinating Conjunction - Auxiliary Verb - Action Verb - Direct Object - Subordinating Conjunction - Subject - Action Verb - Indirect Object - Direct Object - Subordinating Conjunction - Action Verb - Direct Object - Object Complement
- b) Subject - Linking Verb - Subject Complement - Coordinating Conjunction - Auxiliary Verb - Action Verb - Direct Object - Coordinating Conjunction - Subject - Action Verb - Indirect Object - Direct Object - Coordinating Conjunction - Action Verb - Direct Object - Object Complement
- c) Subject - Action Verb - Direct Object - Coordinating Conjunction - Auxiliary Verb - Action Verb - Direct Object - Coordinating Conjunction - Subject - Action Verb - Indirect Object - Direct Object - Coordinating Conjunction - Linking Verb - Subject Complement - Object Complement
- d) Subject - Linking Verb - Subject Complement - Coordinating Conjunction - Auxiliary Verb - Action Verb - Direct Object - Coordinating Conjunction - Subject - Action Verb - Indirect Object - Direct Object - Subordinating Conjunction - Action Verb - Direct Object - Object Complement

Individual Sentence Analysis

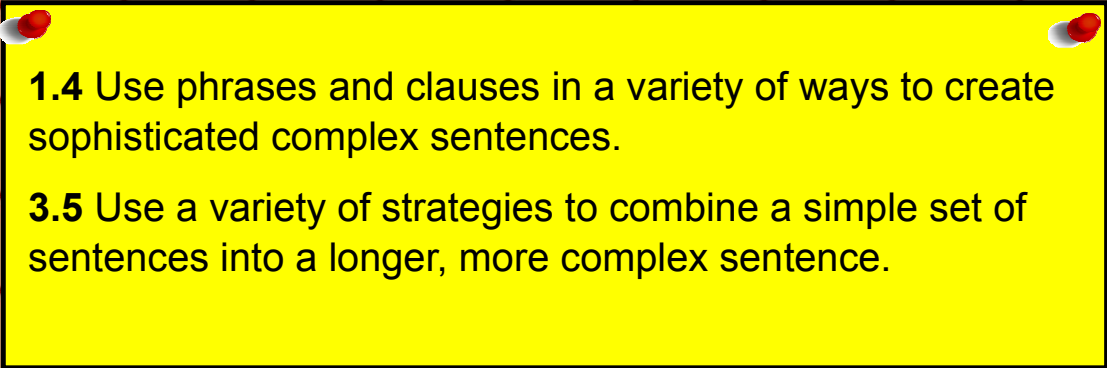
3) Eagle-Eye software and the challenge system will solve many problems.

Answer

- a) Subject - Subordinating Conjunction - Subject - Auxiliary Verb - Action Verb - Direct Object
- b) Subject - Coordinating Conjunction - Subject - Auxiliary Verb - Action Verb - Direct Object
- c) Subject - Coordinating Conjunction - Subject - Auxiliary Verb - Action Verb - Object Complement
- d) Subject - Coordinating Conjunction - Subject - Auxiliary Verb - Linking Verb - Subject Complement



Phrases, Clauses, Sentences



1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.

3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.

Why Combine?

Sentences should be combined when having multiple sentence confuses the meaning or when they make reading difficult. Combining sentences allows the writer to make ideas flow smoothly by combining them into one sentence. It breaks up the monotony of several short sentences.

Several Sentences:

Eagle-Eye is the name for a new instant-replay program. It follows an object and determines whether it lands inbounds. This object could be a tennis ball or a baseball.

Combined:

Eagle-Eye is the name for a new instant-replay program that follows an object, such as a tennis ball or baseball, and determines whether it landed in bounds.

The Best Way to Combine

When you combine sentences

- look for subjects, verbs, objects, etc. that can be combined
- look for sentences that can be converted into a phrase or clause (subordinating)
- look for sentences that can be combined using coordinating conjunctions

Several Sentences:

Eagle-Eye is the name for a new instant-replay program. **It** follows an object and determines whether it lands inbounds. This object could be a *tennis ball* or a *baseball*.

Combined:

Eagle-Eye is the name for a new instant-replay program that follows an object, *such as a tennis ball or baseball*, and determines whether it landed in bounds.

Item Sampler Practice

Some words, although very powerful for the ideas they represent, are nevertheless unclear. That is, their abstract nature lends itself to different interpretations. *Civilization, democracy, patriotism, and science* are just a few of these potent words.

Which statement best combines the sentences in the excerpt above?

- F** *Civilization, democracy, patriotism, and science* are just a few of the potent words that are very powerful nevertheless unclear, that is because the abstract ideas they represent can lead to multiple interpretations.
- G** Although very powerful for the ideas they represent, some potent words, such as *civilization, democracy, patriotism, and science*, are nevertheless unclear; that is, their abstract nature lends itself to different interpretations.
- H** Nevertheless unclear, some words are very powerful for the ideas they represent; that is, their abstract nature lends itself to different interpretations: to name just a few of these potent words, *civilization, democracy, patriotism, and science*.
- J** Some words are nevertheless unclear and very powerful for the ideas they represent because their abstract nature lends itself to different interpretations; *civilization, democracy, patriotism, and science* are just a few of these potent words.

Item Sampler Practice**10** Read these sentences from Paragraph 8.

A person who knows how to think, members of the Institute reasoned, is not so easily fooled. Such a person would recognize when a politician or any other kind of leader “borrowed” respect, authority, or prestige for the purpose of persuasion.

What is the best way to combine the sentences?

- F** A person who knows how to think, members of the Institute reasoned, is not so easily fooled and he or she would recognize when a politician or any other kind of leader “borrowed” respect, authority, or prestige for the purpose of persuasion.
- G** A person who knows how to think, members of the Institute reasoned, who is not so easily fooled, who would recognize when a politician or any other kind of leader “borrowed” respect, authority, or prestige for the purpose of persuasion.
- H** A person who knows how to think: members of the Institute reasoned that the person is not so easily fooled and would recognize when a politician or any other kind of leader “borrowed” respect, authority, or prestige for the purpose of persuasion.
- J** A person who knows how to think, members of the Institute reasoned, is not so easily fooled; that person would recognize when a politician or any other kind of leader “borrowed” respect, authority, or prestige for the purpose of persuasion.

Combining Practice (Modeling)

Nashville is the capital of Tennessee. It is the home of country music, too.

Answer

Nashville began as a small fort. The fort was erected to protect settlers. Its ideal spot on the river caused the fort to expand into the city it is today.

Answer

Combining Practice (Modeling)

Visitors to the city can still see the original fort. It sits near downtown. Downtown Nashville is a very busy area for tourists, business people, and entertainers.

Answer

Country music singers began coming to Nashville in the early 20th century. They came because it was a large town. Large towns can support entertainers.

Answer

Semicolons

Some sentences **share a very similar point or are in some way connected**. These sentences can often be best combined using a semicolon. Traditionally, a semicolon is followed by a conjunction, but recently it has replaced the period to indicate that the two sentences are linked without using conjunctions.

The truck driver passed by my house again today; the package still wasn't on the truck, I guess.

Semicolons can also be used as a traffic cop for commas- they help keep order when lots of commas are being used.

Nashville has long been loved for its country music culture, which originated there, its friendly natives, who are full of Southern hospitality, and its variety of attractions, from up-and-coming entertainers to professional football and hockey.

Semicolons allow the reader to see what is part of the list and what is modifying things in the list.

*Nashville has long been loved for its country music culture, **which originated there**; its friendly natives, **who are full of Southern hospitality**, and its variety of attractions, **from up-and-coming entertainers to professional football and hockey**.*

Remember that a semicolon joins TWO INDEPENDENT CLAUSES!

Combining Practice with Semicolons (Modeling)

Many outsiders think of country music when they think of Tennessee. However, Memphis is known for its blues music. Blues music is very different from country music.

Answer

Memphis is also known for its barbeque. It is situated on the Mississippi River. Memphis is a great place for great food and great music.

Answer

Colons

Use the colon : before a list or an explanation that is preceded by a clause that can stand by itself. Think of the colon as a gate, inviting you to read an example or other explanatory information:

- a) There are few choices left to you: run, hide, or get caught.
- b) I think this way about the issue: if it harms someone else, don't do it.
- c) There are two things that belong in coffee: sugar and sugar.
- d) We had an eventful day, to say the least: morning workout, lunch with Dad, and shop-til-you-drop all afternoon!

The colon must be preceded by an independent clause and usually is followed by a dependent clause.

Combining Practice with Colons (Modeling)

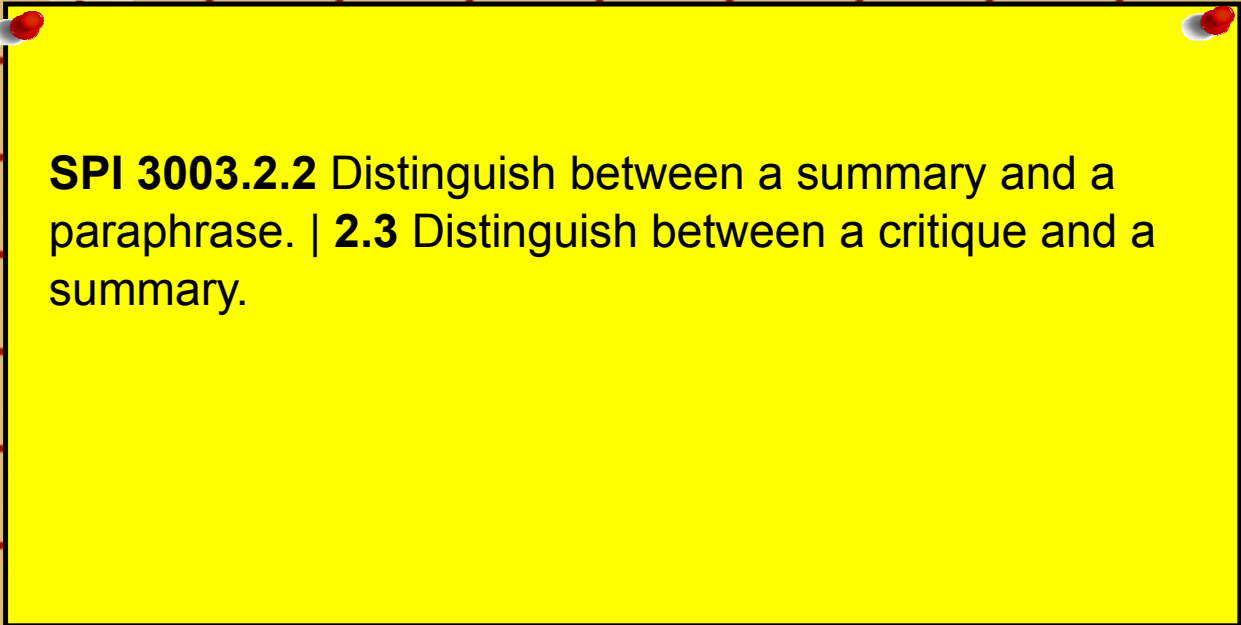
Tennessee has three major, beautiful parks. The Smoky Mountains, Fall Creek Falls, and Jackson Island are their names.

Answer

When I think about the Fall, I think about three things. Those things are college football, cool weather, and camping.

Answer

**Summary,
Paraphrase, Critique**



SPI 3003.2.2 Distinguish between a summary and a paraphrase. | **2.3** Distinguish between a critique and a summary.

Paraphrase

- a restatement of a text, passage, or work giving the meaning in another form
- express the meaning of a work **using different words**, esp. to make a point or to highlight part of a work
- used to express someone else's opinion
- you are using your own words to express someone else's idea
- may not include all main ideas or plot moments

Summary

A brief statement or account of all the main points of a work. A report that lists all important **highlights**.

- does not pick and choose for effect
- goal is to accurately pass along plot or main ideas to someone who has not read the work

Performance Indicator: Distinguish between a summary and a paraphrase.

38 Read Paragraph 5.

Circuses traveled by wagon in those days. These vehicles were flashy advertisements and heavy-duty transportation rolled into one. Intricately carved and painted with glossy red, black, and gold enamel, the wagons were drawn into town in a spectacular parade. Often, formal parades opened the circus's presentation to a town, drawing spectators in like pull toys on a string. Parades featured marching bands, tumblers, and even clowns. In the parades, villagers got a small taste of what was to be revealed in the sanctuary — the circus tent.

Which is an accurate paraphrase, not a summary, of the paragraph above?

- F** Wagons were the initial mode of transportation when circuses began performing across the country. The wagons were decorated to attract attention, and parades were often of help when the wagons pulled into a new town. The parades let people see some acts from the big performance under the tent.
- G** Long ago, circuses traveled by wagon. These strong wagons were flashy advertisements painted with glossy red, black, and gold enamel paints for the circuses. The wagons were drawn into town like a parade, and formal parades were often conducted by the circus performers for the town. The parades had marching bands, tumblers, and even clowns, thus allowing the people of the town to get a taste of what they might see at the actual circus.
- H** When circuses first began, people used decorated wagons as transportation. As the circus came into town, parades were often thrown to encourage attendance and to give spectators an opportunity to see what events might be at the circus.
- J** When circuses first became popular, they traveled from town to town in sturdy wagons. These wagons were ornate and were used to advertise the circus as it traveled. The wagons would pull through a town in parade fashion and were often turned into actual parades that attracted spectators due to the various circus performers and marching bands. These parades allowed people to see what types of performances might happen during the circus.

Critique

- an act of criticizing
 - a critical estimate or discussion
 - an analysis or discussion of a work
- Critiques do not have to include thesis or main ideas. They are the writer's analysis and thoughts on the work itself. It is not a summary, because a summary does not include the writer's own thoughts (its purpose is to restate the work in a shorter form without losing the main highlights)

Performance Indicator: Distinguish between a critique and a summary.

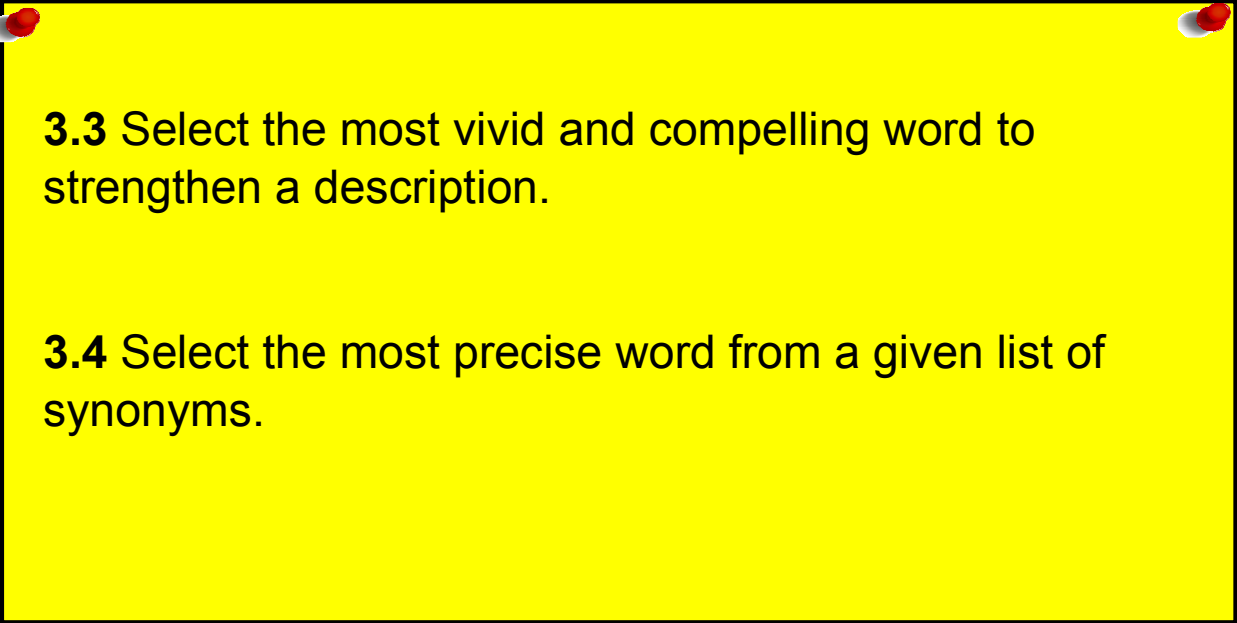


3 Which sentence from the passage is representative of a critique, rather than a summary?

- A** By using this combination of literary devices and character development, the author creates a realistic, touching story that teens will find compelling.
- B** *Garden of Hope* is a contemporary novel set in Banksville, New York.
- C** The Orofino family has owned Vista Landscaping and Gardening in Banksville for the past twenty-one years.
- D** Hope Orofino, the seventeen-year-old protagonist, is completely uninterested in her parents' company.

	Paraphrase	Summary	Critique
includes all main ideas or events			
may leave out some main ideas or events			
writer offers their opinion or analysis			
purpose is to provide only main points or important events			

**Vivid Words &
Synonyms**



3.3 Select the most vivid and compelling word to strengthen a description.

3.4 Select the most precise word from a given list of synonyms.

Definitions

- **Vivid:** Producing powerful feelings or strong, clear images in the mind

furious is more vivid than *angry*

- **Precise:** Marked by exactness and accuracy of expression or detail
- **Synonym:** A word or phrase that means exactly or nearly the same as another word or phrase

If you discover that you have earned a bonus at work, you are probably more *excited* than you are *relieved*, *fulfilled*, or *impressed*.

Item Sampler Practice

6 Read this sentence from Paragraph 5.

Garden of Hope is a remarkable and sweet novel about personal growth toward adulthood.

Select the most vivid choice to replace the underlined word.

- F** nice
- G** cute
- H** tender
- J** agreeable

Item Sampler Practice

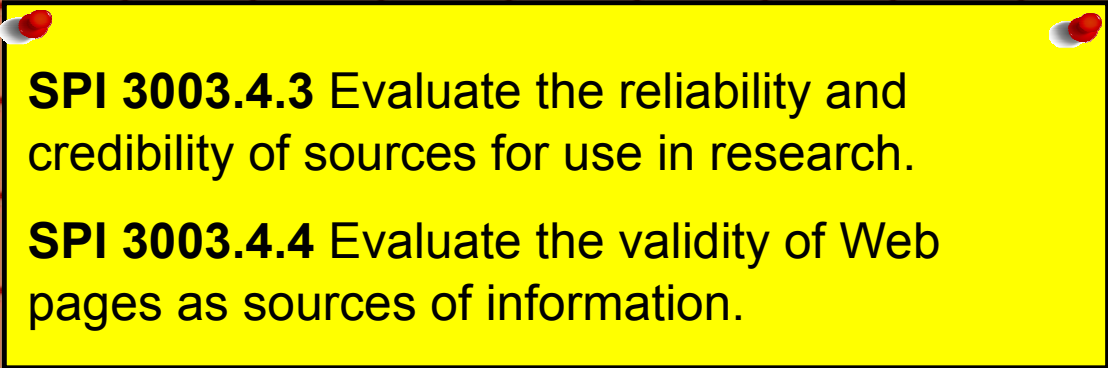
7 Read this sentence from Paragraph 2.

Hope knows her help is necessary, though she is understandably sad that her summer plans have just vanished before her eyes.

What is the most precise synonym for the underlined word as it is used in the sentence?

- A** pitiful
- B** disappointed
- C** sorry
- D** tragic

**Validity of
Sources**



SPI 3003.4.3 Evaluate the reliability and credibility of sources for use in research.

SPI 3003.4.4 Evaluate the validity of Web pages as sources of information.

Reliability and Credibility

Can I trust that the person who created this had a reason to thoroughly research?

- professional
 - > paid vs. hobby/personal
 - > accountable
 - loss of job, risk of prosecution
- audience
 - > national vs. regional vs. local vs. community
- conflicts of interest
 - > money from a source
 - > political or social bias
- evidence used
 - > opinions vs. facts
 - > evidence vs. theory
- perception
 - > do other experts agree
- sources
 - > number, variety
 - > cited
 - > pass the credibility test?



1940s-era Magazine

Decide whether the source is reliable.



Newspaper, 1918



Current Magazine

My Personal Blog

All about my activities, thoughts, inspiration, ideas, and everything that happened around me



Academic Journals



Obama: Good to see you.

Q. It's good to see you again.

Interview Transcript

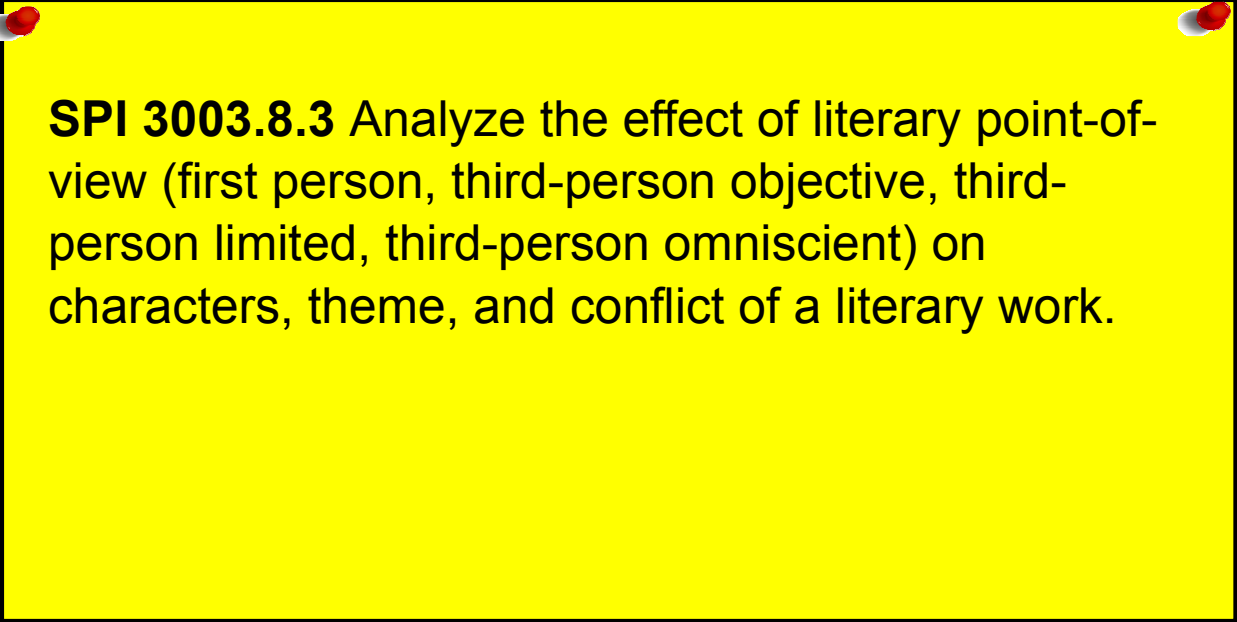
Obama: I suspect the convention what we've been seeing in the economy they're running all throughout the country. And they basically have one message, which is, the economy is not where it should be and it's Obama's fault. And there will be variations on that theme.



Which are the MOST reliable sources and WHY?



Point-of-View



SPI 3003.8.3 Analyze the effect of literary point-of-view (first person, third-person objective, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.

Point of View

Definition | 1st Person

narrator uses *I, me, we, us*

the narrator is also a character in the story, often involved in the action

Results | Effects

- P.o.V. is limited to what narrator can see, hear, or know
- reader's understanding of events is filtered through narrator's attitude, beliefs, biases, ability to understand/think, etc.
- reader develops a personal connection to the narrator's character
- the theme (s), symbol (s), plot points, etc. all change, depending on the narrator's perspective

Point of View

Definition | 3rd Person Limited

narrator uses he/she, they/them, it

outside (not a character in the story) narrator who tells the story through one character's perception at a time, i.e. the reader follows the story with one character as the filter or lens

Results | Effects

- reader knows the thoughts, feelings, reactions of one character only one character is always present for the action
- reader knows other characters only through their words and actions, or through the filter of the character through whom the story is being narrated
- reader's understanding of events is always biased or incomplete
- reader may not know that something is about to happen (less dramatic irony)

Point of View

Definition | 3rd Person Objective

narrator uses he/she, they/them, it

outside (not a character in the story) narrator who tells the story through the actions and words of several characters, i.e. we only know what they say/do, not what they think/feel

Results | Effects

- "Satellite's Eye View": reader may know all that is said or done (outward appearances) by any character
- reader does not know what any character truly thinks or feels, so it must be inferred
- reader may be misled by characters who are dishonest (laughing when angry, lying about events, etc.)

Point of View

Definition | 3rd Person Omniscient

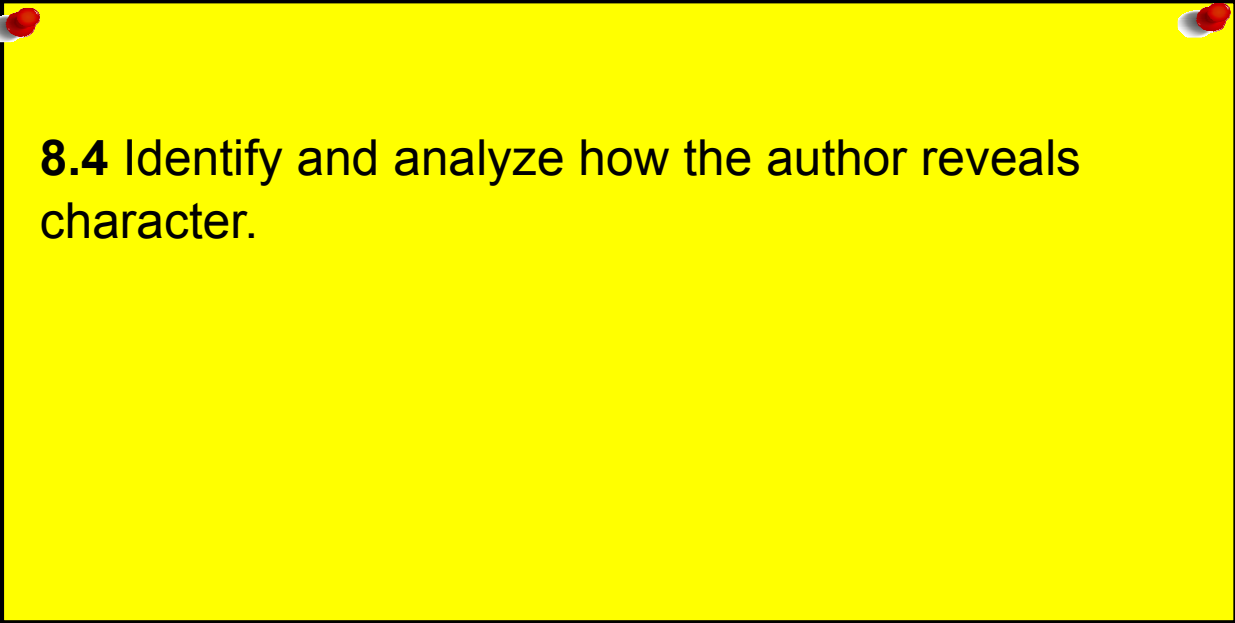
narrator uses he/she, they/them, it

outside (not a character in the story) narrator who tells the story through the **thoughts**, actions and words of several characters- nothing is off-limits when offering perspective

Results | Effects

- "God's Eye View": the reader can know anything (thoughts, actions, words) about any character (dramatic irony more likely) and is not limited by one character's perception or understanding
- reader develops a fuller perspective of events & issues
- reader is usually less surprised by events and can anticipate what is coming for characters who do not know themselves
- reader may develop a connection with characters who dislike or oppose each other

Characterization



8.4 Identify and analyze how the author reveals character.

Characterization

the method of describing a character to the reader

Direct Characterization occurs when the author, narrator, or other characters explicitly tell the reader something about a character.

Indirect Characterization occurs when traits are revealed by action or speech

Authors characterize the characters in stories so that readers understand them in the way they would understand someone they know in real life.

Characterization

Examples

Direct Characterization : Mr. Rimbault stood shorter than most men, but he was possessed of a fiery temper

What does this tell you about Mr. Rimbault?

Indirect Characterization : Mr. Rimbault looked up into the rude waiter's eyes and yelled obscenities so loudly that a hostess peered shakily from around the corner.

Does this tell you the same thing about Mr. Rimbault?

Characterization

Find an example of direct and indirect characterization in "Soldier's Home". What does each one tell you about the character?

Example	Type	Tells Me...